DOCUMENT RESUME

ED 254 341 PS 014 971

AUTHOR Lau, Anne
TITLE A Study of the Salaries and Compensations of Child Care Workers in Hawaii County, State of Hawaii.
PUB DATE 84
NOTE 34p.; Master's Thesis, University of Hawaii.
PUB TYPE Reports - Research/Technical (143) -- Dissertations/Theses - Master Theses (042)

EDRS PRICE MF01/PC04 Plus Postage.
DESCRIPTORS Administrators; *Child Caregivers; Comparative Analysis; *Day Care Centers; Early Childhood Education; Federal Programs; *Fringe Benefits; Nonprofit Organizations; Occupational Information; Professional Recognition; Proprietary Schools; Questionnaires; School Aides; School Surveys; *Teacher Salaries; *Work Environment
IDENTIFIERS *Hawaii (Hawaii County); Head Teachers

ABSTRACT

The purpose of this study was to gather information regarding salaries and fringe benefits received by child care center personnel in Hawaii County, Hawaii. All 42 centers licensed by the Department of Social Services and Housing were surveyed. Directors from 38 centers responded to a two-page questionnaire. The information collected revealed a field with many educated personnel receiving low salaries, few benefits, and little opportunity for salary increase. Although half of the personnel had 2 or 4 years of postsecondary education, salaries began as low as the minimum wage for directors, teachers, and aide positions. Nonprofit programs generally paid higher salaries than those centers seeking profits. Over half of the centers provided some health coverage, paid sick leave, breaks, holidays, preparation time, written job descriptions, inservice training, and allowances for outside classes. Few centers provided paid maternity or personal leave, paid vacations, or a retirement plan. The study also revealed a high staff turnover rate (19.3 percent). Appended are sample questionnaires used for salary studies, the salary and benefits survey questionnaire, suggested questionnaire modifications, and a discussion of strategies to raise compensations for child care workers. (Author/RH)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)
☐ This document has been reproduced as received from the person or organization originating it.
X Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

ED254341

A STUDY OF THE SALARIES AND COMPENSATIONS OF CHILD CARE WORKERS IN HAWAII COUNTY, STATE OF HAWAII

ANNE LAU

A Master's Project

Submitted in Partial Fulfillment of the Requirement for the

Degree of Master of Education

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Anne Lau Meis
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Department of Curriculum and Instruction
University of Hawaii

Fall 1984

Program Advisor: Richard H. Hinze, EdD

PS 014971

ABSTRACT

The purpose of this study was to gather information regarding salaries and fringe benefits received by child care center personnel in Hawaii County, State of Hawaii. All 42 centers licensed by the Department of Social Services and Housing were surveyed. Directors from 38 centers responded to the two page questionnaire.

The information collected revealed a field with many educated personnel receiving low salaries, few benefits, and few or little opportunity for salary increase. Although half of the personnel had 2 or 4 years of post-secondary education, salaries began as low as the minimum wage for directors, teachers and aide positions. Non-profit programs generally paid higher salaries than those centers seeking profits.

Over half of the centers provided some health coverage, paid sick leave, breaks, holidays, preparation time, written job descriptions, inservice training and allowances for outside classes. Few centers provided paid maternity or personal leave, paid vacation or a retirement plan. The study also revealed a high staff turnover rate, 19.3%.

ACKNOWLEDGEMENTS

Special thanks are due:

MARCY WHITEBOOK-who, through CCEP, provided resources, consultation and suggestions in conducting the salary survey.

DR. RICHARD H. HINZE-without whose prodding, encouragement, time and effort this project would not have been completed.

DR. STEPHANIE FEENEY-for her constructive criticism and suggestions with the manuscript.

CHUCK MEIS-for his support, typing and drawing of the charts and tables.

The Hawaii County child care center directors and staff who so generously contributed their time and information, which made this study possible.

TABLE OF CONTENTS

	PAGE
ABSTRACT	ii
ACKNOWLEDGEMENT	iii
INTRODUCTION	1
CHAPTER I-BACKGROUND	6
CHAPTER II-REVIEW OF LITERATURE ON PRESCHOOL TEACHER SALARIES	14
CHAPTER III-DESIGN OF THE STUDY	20
Description of Research Design	20
Description of Instruments Used	21
CHAPTER IV-PRESENTATION AND ANALYSIS OF DATA	24
Response	24
Program Characteristics	26
Educational Requirements	28
Hourly Salaries	30
Staff Characteristics	38
Benefits and Working Conditions	40
CHAPTER V-SUMMARY AND CONCLUSIONS	43
Restatement of Problem	43
Description of Procedures	43
Principle Findings and Conclusions	44
Recommendations for Further Research	46
ANNOTATED BIBLIOGRAPHY	48
APPENDICES	57

LIST OF TABLES

TABLE		PAGE
I	TYPE OF OPERATION: OWNERSHIP	27
II	MONTHS OF OPERATION	27
III	HOURS OF PROGRAM	27
IV	NUMBER OF STAFF AT EACH LEVEL	29
V	MINIMUM REQUIREMENTS FOR EACH STAFF POSITION	29
VI	HOURLY SALARIES FOR ALL CENTERS	31
VII	HOURLY SALARIES FOR PRIVATE PROGRAM CENTERS	31
VIII	NUMBER OF NEW STAFF POSITIONS IN THE LAST YEAR	39
IX	NUMBER OF STAFF LEAVING IN THE LAST YEAR	39
X	EMPLOYER PROVIDED BENEFITS	41
XI	EMPLOYER PROVIDED WORKING CONDITIONS	42

LIST OF FIGURES

CHART		PAGE
A.	Mean Minimum and Maximum Salaries	33
B.	Hourly Salaries for Individual Centers (Directors)	34
C.	Hourly Salaries for Individual Centers (Head Teachers)	35
D.	Hourly Salaries for Individual Centers (Teachers)	36
E.	Hourly Salaries for Individual Centers (Aides)	37

APPENDICES

APPENDIX		PAGE
A	Sample Questionnaires Used for Salary Studies	58
B	Cover Letter and Questionnaire Used in this study	68
C	Modifications for Future Use of Survey Questionnaire	72
D	Strategies to Raise Compensations for the Child Care Worker	74

INTRODUCTION

This study is the end result of a nagging frustration experienced by the author. As a professionally trained early childhood educator, this author strongly believes that the years prior to formal education are vitally important to a child's social, emotional, intellectual and physical development.

Five months before completion of a B.Ed and Fifth Year Diploma the author informally visited preschools which would be potential employment sites. The reality of the low monthly salaries paid to beginning teachers, $400-$500 in 1980, forced the author to make the choice of an elementary teaching position with the State of Hawaii, Department of Education. The position was viewed as the only means by which to repay student loans and survive financially.

Though the author learned to adapt as a fifth grade teacher and later as an elementary-high school librarian, she was bothered by the fact that she was not utilizing training or interest in pre-school aged children. A few years later she returned to pursue graduate study in gifted and talented education and ECE. During this time the author taught in a half day preschool program for gifted and talented children. The positive reward of working with

these children was tremendous. Unfortunately, the salary paid for the position made it impossible to survive financially as a single person living alone in Honolulu. The author was again torn over the decision to remain in her field of training and to earn a salary low enough to qualify her for food stamps or to find another higher paying position.

In talking with others in the ECE community it was learned that the experience of the author was not unique. Many trained ECE workers felt dissatisfied with the low compensations of their profession. ECE center administrators were often faced with the dilemna of hiring qualified ECE graduates only to lose them to higher paying jobs. It also appeared that the preschooler's parents and the general public were unaware of the low salaries being paid to the teachers.

Led by growing frustration, the author decided to research the topic of preschool teacher salaries. There was very little data available. The information found revealed many factors leading to the low salaries paid to child care workers and few solutions not requiring outside aid to the child care centers.

Historically, child care was often viewed as custodial care in which special training or skills were not deemed necessary due to the natural instincts of mothering attributed

to women. Within the last few decades, the importance of special training for a person who works with young children has been revealed. It has developed to the point that in Hawaii the Department of Social Services and Housing, which license child care centers, requires teachers to hold at least 2 years of post secondary education in an early childhood education program. Most competent child care teachers today are no longer unskilled but have post secondary training. The result is the need for decent salaries and benefits commensurable to the training received. However, due to the nature of most child care settings, salaries are usually very low.

Most child care settings are small individually owned centers. Many are church-run and non-profit. Tuition is kept minimal so parents would be able to afford child care. Unfortunately, tuition is usually the only source of income for the center and salaries to workers are a percentage of the total budget for the center. Salaries are usually a direct reflection of the tuition received and the priorities of those running the preschool.

To increase salaries within a center, the center must allot a higher percentage of the budget to salaries or raise their income by raising tuition or taking on more children or do both. Most centers are usually on a tight budget and are unable to allot more money to salaries.

To accept more children into the center and increase the child to staff ratio also presents difficulty. The child care licensing requirement have set minimal child-to-staff ratios for the centers. The ratios of child-to-staff were 8:1 for 2 year olds, 12:1 for 3 year olds, 16:1 for 4 year olds and 20:1 for 5 year olds in September 1984. (State of Hawaii,DSSH, 1982. p.892-21) Some child advocates claim that these minimal ratios should be set lower to allow for higher quality child care.

Tuition increase presents a philosophical dilemna for many preschools. Many child care centers operate as a non-profit center, whose purpose is to provide child care assistance for working parents. Of concern are the low income and single working parent who do not have family or other resources available for child care. Affordable tuition, reduced tuition, or scholarships are often provided to eligible parents. While many parents are able and willing to pay higher tuitions for child care,a large majority of parents who need the service are unable to pay increased tuitions. The conflict is restated by the National Association for the Education of Young Children.

> (1)Salaries which are high enough to attract and maintain competent staff while
> (2)Keeping child care costs low enough to be affordable by families most in need of good child care.
> (CAEYC, Winter 1981)

It would appear that if centers are unable to increase their income by tuition or increasing the child-to-staff

CHAPTER I

BACKGROUND

Hawaii's future indicates an increased demand for early child care. "Early child care" is used by the author to refer to the care of young children, usually 2 to 4 years of age, which takes place outside of the family setting. The children are sent to facilities referred to as child care centers, day care centers, preschools or early childhood education (ECE) programs. These terms will be used interchangably throughout this report.

Birth rates in Hawaii have been steadily increasing within the last five years. (State of Hawaii Data Book 1983, p.66) This trend is expected to continue as the child bearing population increases and more women in their 30's who put off having children to pursue a career, are now deciding to have children. The result is an increased population of young children under 5 years of age.

Along with the rise in birth rates is the increasing number of women in the work force. In 1980, 57.8% of all females in the state of Hawaii aged 16 years or older were in the labor force. A little over

All of the above trends – increased young child population, more working parents being forced to find outside of the family child care, and an increase in parents choosing to send their young child to preschools – are creating an increasing demand for early child care in Hawaii at the present and in the immediately foreseeable future.

It seems logical that the solution to this growing demand for child care is to provide more child care centers. Research in child development has shown that centers based on developing a child's potential are more beneficial than custodial care centers. A 1979 National Day Care Study indicated that "caregivers with education and training relevant to young children deliver better care." (Roberts, p. 18) In Hawaii, a group of child care specialists who made up the state licensing committee recommended changes in staff qualification and training to upgrade the quality of minimal standards required for licensing child care centers. On January 25, 1982 the revised rules and regulations went into effect. Center directors are now required to have not less than a bachelor's degree from an accredited college or university. Teachers are required to have either an organized two or four year college program in ECE or a Child Development Associate (CDA) Certificate. CDA is a national competency based credential to provide training for people working with young children. The CDA program usually takes

two years to complete. Under unusual circumstances, such as no qualified applicants after extensive advertising of the position, the requirements may be reduced. In addition, the number of children per staff member (staff-child ratio) was lowered (State of Hawaii, DSSH, p. 892 to 892-21) which quite naturally increased the cost of child care.

With higher standards, lowered child-staff ratio and the growing demand for more child care, many centers are faced with the dilemna of finding qualified staff members. It is common to see the local newspaper advertising child care positions in several preschools. Most centers prefer to use other sources than the newspaper as means to locate potential new staff. (Matuda, p. 32-33) Thus, it appears that newspaper advertisements are only the tip of the iceberg.

Compounding the shortage is the problem of the high rate of turnover of ECE staff. Whitebook cites Seiderman in saying:

> The turnover rate at most centers is 15-20 percent a year--a rate which exceeds the national average of 10 percent for most workers in human services field. (Whitebook, 1981. p. 2)

No documentation could be found regarding the turnover rate of child care center staff for the State of Hawaii. However, the author was able to locate some national literature.

The two major causes of staff turnover suggested low salaries and low working status. Both causes appear to foster early "burn-out" which leads workers to resign or

seek other employment. In the article, Who's Minding the Child Care Workers?: A Look at Staff Burn-Out, Whitebook concludes:

> The results of this study (95 workers from 32 of San Francisco's 165 child care centers) confirms the commonly held assumption that child care staff are underpaid and overworked...Staff members most frequently cited underpayment as the cause of staff turnover. (Whitebook, 1981. p. 5)

Along with this problem of underpayment and low salaries are minimal opportunities for advancement and often very little salary discrimination between staffing positions and educational levels.

> The pay and benefits of head teacher/directors were not significantly higher than those of other staff members, although they often had more training. Thus, their tensions may also reflect conflict about career expectations. (Whitebook, 1981. p. 5)

In contrast to Whitebook, Gardner states:

> Money is not the primary reason teachers leave two, four or even more years of college work, and then their careers, behind. 'Teachers work (long hours) for low pay, but they don't leave for that reason.' It's lack of respect by other people for what they do. (Alston, p. 1)

The lack of respect in turn creates a feeling of low work status. Lack of visibility of the impact of child care and its role in society may be a contributing factor to the low status. Gardner sees the low status to be the cause of burn-out which in turn leads to leaving the field.

Researchers are not in agreement to the actual cause of staff burn-out. Low pay, low status, intrinsic and extrinsic factors have all been suggested as possible causes.

The author felt that inspite of the various causes presented, the following quote sums up the problem facing the ECE field.

> Quality care means we need (experienced) teachers. But parents are not going to get the best teachers and keep the ones already in the field if (1) the importance of their profession is downplayed by the public and (2) if their pay is not reflective of their educational background and dedication to the needs of young children. To keep our good teachers, we need more money. (Alston, p. 1)

Informal conversations by the author with teachers in ECE programs indicates that these same reasons; low salaries and benefits, low working status, minimal opportunities for advancement and burn-out, hold true for Hawaii. The factors cause many qualified ECE staff to leave their positions for other positions that offer a higher pay, more benefits or higher status.

The State of Hawaii, Department of Education (DOE), private elementary schools and junior executive training programs are some attractive alternative options for employment. One director went as far as saying, "The teachers at the preschool see their position as being a stepping stone for a DOE job."

Solutions to the problem of attracting and keeping qualified ECE people in the field are needed. However, there is little local or national documentation of working conditions and salary problems encountered by child care center staff. Concrete documentation is needed to validate problems and provide a basis for possible solutions.

Current information about salary trends and averages is sought by ECE directors and child care advocates for use as a basis for salary comparisons. The implication is that such information will help: (1) justify the need for federal, state or private aid to child care centers; (2) develop grant applications; and (3) provide hard facts that will raise consciousness and bring the problem to the attention of the public. Hopefully this will help gain recognition of the need for more substantial salaries and fringe benefits for child care workers locally and nationally.

This study of the salaries and fringe benefits of child care centers in Hawaii County, State of Hawaii was done in the hope that though small, an intensive analysis of the compensation situation in the ECE field in one geographical area would shed some light on the serious nature of the problem.

Information was collected in six major areas: (1) program characteristics, (2) educational requirements for staff, (3) hourly salaries, (4) staff characteristics, (5) employment benefits and (6) working conditions. All 42 Hawaii County child care centers that were licensed by the Department of Social Services and Housing in March 1984 were contacted. The following chapters will include: 1) a review on the literature on the salaries of child care workers; 2) a description of the study; 3) an analysis of the information collected; and 4) suggestions for possible future

directions in continuing to seek solutions to the problem of attracting and keeping qualified child care center workers in the ECE field.

CHAPTER II

REVIEW OF LITERATURE ON PRESCHOOL TEACHER SALARIES

Literature on the salaries and benefits of preschool personnel seems to be quite limited. A computer search of ERIC literature on this topic produced only three pertinent articles out of the 65 listed. The majority of information available deals with elementary through higher education. There is a wealth of information on the salaries and fringe benefits of higher education personnel at the college and university level.

The lack of data at the ECE level as compared to the large quantity of information at the higher education level may be an indication that the people in the ECE community: (1) are not interested enough to collect and disseminate salary and fringe benefit data; (2) are too busy to pursue a study; (3) do not have the time or resources available within their population or from outside agencies such as national, state or local government agencies or unions; or (4) are not regarded as important enough to be included in data reports or research studies on the teachers of children in the U.S. Unfortunately, most child care centers are small private establishments without resources or time for research. In contrast to this, the higher educational

institutions may be wisely choosing to spend time and energy on the data collection pertinent to their own purposes--i.e. increasing salaries and fringe benefits, etc.

Studies and reports which were both accessible and included in this study were: (1) a 1979 national day care study; (2) a 1981 National Head Start study comparing the "starting Head Start salaries with the starting paublic school kindergarten salaries in each state." (Head Start, p.1); and (3) a handful of state surveys regarding the salaries and fringe benefits of child care centers. Minnesota Department of Public Welfare began collection of data in the 1960's. By means of a telephone conversation it was learned that since 1979, Minnesota has sent out surveys every 6 months. The Child Care Resource Center, Inc. in Cambridge, Massachusetts conducted salary surveys in 1977, 1979 and 1982. California appears to be the most active state in gathering and encouraging other groups to begin gathering salary data. The Child Care Employee Project (CCEP) situated in Berkeley, CA, is a leader in gathering data on child care personnel and disseminating the information locally as well as nationally. CCEP is funded by the Rosenberg Foundation.

The author was referred to three studies reported to have been conducted on this subject in Hawaii. The first was an informal study in the late 1970's conducted by the Hawaii Association for the Education of Young Children

(HAEYC). However, the author was unable to locate a copy or the results of the study. The second was a 1982 personnel study of Hawaii Head Start Programs. The third salary analysis was a "survey of salaries paid to staff persons from Title XX Purchase of Service centers and a select group of other child development day care situations...for February 1982." (Tavares. p.1)

At the time that this data was being gathered the author learned by means of a telephone conversation that a major salary study was being conducted by the National Association for the Education of Young Children (NAEYC). The NAEYC was also attempting to gather and compile national data from other states. Two states, Maryland and California, are presently conducting surveys as well. However, none of the data from these studies was to be available for at least six months.

The general conclusions drawn from the available data gathered were that "preschool teachers were paid disgracefully little." (Gaines. p.4) and "child care staff were underpaid and overworked." (Whitebook, 1981. p.5) Actual data showed most child care workers earning about $3.15-$5.00 an hour. Translated into yearly salaries based on a 40 hour week, 52 weeks a year, this would be about $6,500-$10,400 annually. The California study

> Still placed (workers) among the lower 10 percent of adult wage earners. Nearly 30% earned between $500-

> $600 a month. Ninety-two percent of caregivers annual earnings fall below the Department of Labor's 1977 low income budget of $10,000 for a family of four. (CAEYC Newsletter, Winter 1981. p.1)

Along with low salary the Ohio 4C reported that "overall findings indicated a field which is dominated by women with high educational levels and low pay." (Comprehensive Community Child Care. p.7) The 1979 NAEYC Early Childhood Staff Salaries Task Group concluded that

> Limited data plus general information make it clear that almost all private child care operations and many tax-supported operations are paying extremely low salaries and wages. It is clear that at this time, quality child care to a very large extent is being subsidized by child care givers. (CAEYC. p.1)

"Many of these workers have poverty level earnings." (Child Care Employee News, Fall 1983. p.2)

To compound the problem of low salaries, the surveys reported

> A severe lack of benefits and decent working conditions, particularly a lack of protection for staff in the case of illness, pregnancy and old age. For most communities, 66% or more of the teachers and aides have no health coverage, and 80% have no pensions. Virtually no workers have maternity leave. (Child Care Employee News, Fall 1983. p.2)

In Hawaii, the state's largest preschool group and the only such group in the state to be unionized, pays a starting salary ranging from $3.50-$5.05. (Kindergarten and Child's Aid Association Pre-Schools of Hawaii [KCCA] and Hawaii Teamsters and Allied Workers, Local 996 Agree-

ment) KCCA also provides many fringe benefits such as sick leave, medical coverage, written contracts, maternity leave and paid breaks. Unionization may mean that they receive higher salaries and greater benefits than teachers in non-union settings.

In comparison to the ECE personnel salaries presented above, $6,500-$10,400 annually, the following are national salaries for public elementary and high school teachers.

> National average of the lowest paid classroom teachers was $13,539 annual with a range of $7,341-$26,823.
>
> National average of the highest paid classroom teachers was $20,809 annual with a range of $13,539-$26,937.
> (ERS, Inc., pt.2. p.64-65)

In 1983-1984 Hawaii Department of Education (DOE) teachers earned between $13,629-$31,525 annually for a 9-month teaching position. (Agreement. p.110-111) The position included numerous fringe benefits such as medical coverage, paid maternity, personal and sick leave, retirement plans, health plans and various educational support resources. The DOE is state funded and the teachers are unionized through the Hawaii State Teachers Association (HSTA). The substantial difference in salaries and fringe benefits between DOE and preschool personnel makes a Doe position financially more attractive to Baccalaureate level trained teachers. It cannot be surprising, therefore, to find that many of the well qualified ECE personnel who are leaving the preschool arena are moving to elementary DOE positions.

Despite these alarming salary differences, it must be noted that many dedicated and excellent ECE personnel elect to remain in the field and bear the financial burden.

CHAPTER III

DESIGN OF THE STUDY

DESCRIPTION OF RESEARCH DESIGN

This salary and benefit research study was conducted by means of a survey during March and April of 1984. The study included all Hawaii County child care centers licensed for 6 or more children by the Department of Social Services and Housing. A list of names and addresses of 42 licensed child care centers was provided by the Hawaii County DSSH office.

Due to the sensitive and often confidential information requested about each center, the director of the center was asked to complete the questionnaire. A cover letter explaining the purpose of the questionnaire and a self-addressed stamped envelope were enclosed and mailed with the questionnaire.

Telephone contact with each director was made with few exceptions (due to lack of availability). During these brief calls the researcher introduced herself and explained the nature and purpose of the study. Directors were then informed about questionnaires being mailed to them and were encouraged to contact the researcher if questions arose.

They were also assured that the information collected would be strictly confidential and would be kept anonymous once the data was compiled. Later, they were recontacted to confirm arrival of the questionaire and to answer any questions.

It was necessary to send a duplicate copy of the questionnaire to several centers which had not received, or had lost it. Thus, the deadline for data collection was set back a month to accommodate the delay. This caused the survey to be conducted during March and April of 1984 instead of just March as originally planned.

DESCRIPTION OF INSTRUMENTS USED

Questionnaires previously used by other ECE salary researchers were collected by the author (see Appendix A). Upon analysis, these questionnaires were either too long, too brief or they contained questions that were too complex or too area specific to be useful to the Hawaii County study. As a result, a new questionnaire (Appendix B) was designed using parts of the questionnaires developed by the Child Care Employee Project in California and the Child Care Resource Center in Maryland, as well as the author's own design and material.

During the development of this questionnaire, the following question was ever present. "How can this be written to encourage the greatest number of returned

responses from very busy directors?" The following guidelines from Salary Surveys: How? Why? Who? When? Where? were considered to help accomplish this goal.

> Be clear..... If the survey is confusing or looks like it will take a long time to fill out, people will set it aside and forget it. Make sure your instructions are easy to understand.
>
> Be simple.... Avoid long tangled explanations or intricate questions. Use closed ended questions whenever possible.
>
> Be concise... Limit your questions.
>
> Be relevant.. Respondents will reject questions that seem meaningless.
>
> Be creative.. An attractive survey will boost your rate. (Whitebook, 1983. p. 10,11)

The result was a 2 page questionnaire requesting information in the six following areas:

1) Program characteristics: program ownership, schedule of operation (days, hours) and size of enrollment.
2) Educational requirements for the staff: minimal and actual educational requirements for the director, head teacher, teachers and aides.
3) Hourly salaries: the minimum and maximum salaries for the director, head teacher, teachers and aides.
4) Staff characteristics: new staff positions and vacancies in the past year.
5) Employee benefits provided by the employer.
6) Employee working conditions provided by the employer.

A cover letter (Appendix C) was designed and enclosed with the questionnaire. Again, the researcher followed Whitebook's advice:

> Be sensitive when introducing the survey. Design a respectful, interesting cover letter. A cover letter is the first contact respondents have with the survey. Be sure your objectives are clearly stated and let people know why their cooperation is important. Be brief, but personal. Let readers know that you will share the results with them...
>
> (Whitebook, 1983. p. 11)

Care was taken to assure respondents of anonymity knowing that,

> People are more likely to respond honestly if they feel there is no risk to them... may be uncomfortable about information that would make their program look bad.
>
> (Whitebook, 1983. p. 11)

Therefore, confidentiality was stressed, both in the cover letter and during phone conversations.

After the cutoff date, postcards were sent to all directors acknowledging appreciation for their participation and describing the return rate and present progress in analyzing the gathered data.

A short summary of the resulting data collected was to be sent to all participating centers. A more detailed report was made available to those requesting it.

CHAPTER IV

PRESENTATION AND ANALYSIS OF DATA

Response

Forty-two Hawaii County child care centers were sent the two-page questionnaire in early March of 1984. By the return date, 39 centers returned the questionnaire with 38 directors responding to the questionnaire, a 90.5% response. (One director returned a blank questionnaire.) Four centers did not respond for the following reasons:

One center would be closing next year and the director felt that participation would be unwise.

One center could not be contacted by phone so it is not known whether they received the questionnaire.

One director did not want to share the information requested.

One director had "no time to fill it out."

The very high response rate may be attributed to any or all of the following:

1) the directors were aware of the need for the data and so were willing to support the study by providing the information;
2) the time and effort expended in personal contact was very worthwhile; or

3) a lightly populated community, such as Hawaii County, is more responsive to personal contact.

Whitebook has the following to say about survey return rates:

> A return of 65 to 70% on a survey with lots of follow-up would be considered exceptional. With mail surveys, 30% would be a good response.
>
> (Whitebook, 1983. p. 10)

The obtained response rate can then be seen to be quite exceptional for a survey of its type. However, some directors either chose not to respond to certain questions or misinterpreted some of the questions asked. These are indicated by the smaller total (N) in the tables corresponding to the question.

Program Characteristics

Table I indicates that the largest group of respondents were private non-profit child care programs. Six of the 38 centers that responded were private proprietary. The only other type of program in Hawaii County was Head Start with seven centers responding, which is Federally supported. There were no employer supported programs, family day care centers or other public programs except Head Start that responded.

Table II indicates that half of the programs, 19, were open all year and another seven programs closed only in August. Twelve programs followed the State of Hawaii Department of Education school year and none of the programs were in operation during the summer only.

Table III indicates that 30 programs offered full day programs, 28 offered half day programs and 19 of the 38 centers offered both half and full day program options.

Enrollment at the centers ranged from 22 to 73 children. One center enrolls 100 children from January through June. The average enrollment for all centers responding was 42 children.

I. Tables for Program Characteristics

TABLE I

Type of Operation: Ownership

	Number	Percent
Private Profit	6	15.8
Private Non-Profit	25	65.8
Public Federal (Head Start)	7	18.4
Total	38	100.0

TABLE II

Months of Operation

	Number	Percent
All Year	19	50.0
11 Months (August Off)	12	31.6
School Year Only (DOE)	7	18.4
Summer Only	0	0.0
Total	38	100.0

TABLE III

Hours of Program (N= 38)

	Number	Percent
Full Day	30	79.0
Half Day	28	73.7
Full + Half Day	19	50.0

Educational Requirements

Table IV shows the number of staff and their level of education. The largest percentage of staff workers had a four year college degree. The second largest group had at least two years of college or earned a Child Development Associate (CDA) certificate. Together, these two groups comprised almost half, 48.8%, of all the staff working in all centers. Two staff members had a master's degree while no one held a doctorate.

Table V shows the minimum educational levels required by the center for each staff position. Most directors (80%) were required to have at least a four year college degree. Head teachers and teachers were usually required to have at least two years of college or a CDA certificate. Over a third of the preschools required a higher education degree than the DSSH license requirement for teachers. Most aides (85.3%) were accepted with a high school diploma.

II. Educational Requirements

TABLE IV

Number of Staff at Each Level (N=37)

	Number	Percent
a) Less than High School Degree	4	2.1
b) High School Degree	32	16.9
c) 1-9 College Credits ECE	24	12.7
d) 10+ College Credits ECE	10	5.3
e) 2 years College/CDA	37	19.7
f) 4 years College/BA/BS	55	29.1
g) Graduate Work ECE	14	7.4
h) Master's Degree ECE	12	6.3
i) Doctorate ECE	0	0.0
j) Grandfather Clause	1	0.5
Total	189	100.0

TABLE V

Minimum Requirements for Each Staff Position**

	a # %	b # %	c # %	d # %	e # %	f # %	g # %	h # %
Director (N=30)					4 13	24 80	3 10	1 3
Head Teacher (N=32) * DSSH minimum					19 59 *	14 44	1 3	
Teacher (N=33) * DSSH minimum				1 3	26 79 *	10 30		
Aide (N=34)	4 12	29 85	1 3	2 6				

**letters on the top row correspond to the level of education associated in TABLE IV. (i.e. e = 2 years College/CDA)

Hourly Salaries

The mean hourly salaries for all the centers responding to the question are presented in Table VI, Most centers were more willing to share the aides' salaries. Directors' hourly salaries ranged from $3.35 - $14.59. Only one director received the $14.59 salary. Her position was not comparable to the other directors since it included the overseeing of many preschools. All other directors in this study were responsible for one preschool.

The minimum hourly wage in Hawaii is $3.35. Staff workers in all the positions except the Head Teacher were paid this minimum in at least one center. Head Teachers were paid between $3.50 and $10.00 per hour. The teacher's salaries ranged between $3.35 to $9.36 per hour with the minimum mean being $4.80. The average maximum mean was $7.24. The State of Hawaii, Department of Education pays a minimum of $11.06 per hour (teachers with less then a B.Ed.) up to a maximum of $25.50 per hour.

Table VII shows data for Private Center Salaries since all centers except the seven Head Start centers were private centers. The author feels that these figures give a truer picture of the salary situation of the Hawaii County preschools. The State of Hawaii, DOE salaries are included as a comparison. This is presented because ECE graduates with a B. Ed. are qualified for DOE employment.

III. Salaries

TABLE VI

Hourly Salaries for All Centers

		N	Mean	Range
Director	(min)	23	$5.63	$3.35 – 10.37
	(max)	10	7.50	4.25 – 14.59
Head Teacher	(min)	15	5.24	3.50 – 7.00
	(max)	5	7.05	4.25 – 10.00
Teacher	(min)	28	4.80	3.35 – 7.00
	(max)	14	7.24	3.60 – 9.36
Aide	(min)	31	3.82	3.35 – 5.00
	(max)	16	4.69	3.35 – 5.57

TABLE VII

Hourly Salaries for Private Program Centers*

		N	Mean	Range
Director	(min)	31	$5.41	$3.35 – 7.25
	(max)	9	6.77	4.00 – 10.00
Head Teacher	(min)	15	5.24	3.50 – 7.00
	(max)	5	7.05	4.25 – 10.00
Teacher	(min)	21	4.80	3.35 – 7.00
	(max)	7	5.13	3.60 – 7.00
Aide	(min)	31	3.67	3.35 – 5.00
	(max)	16	4.01	3.35 – 5.00

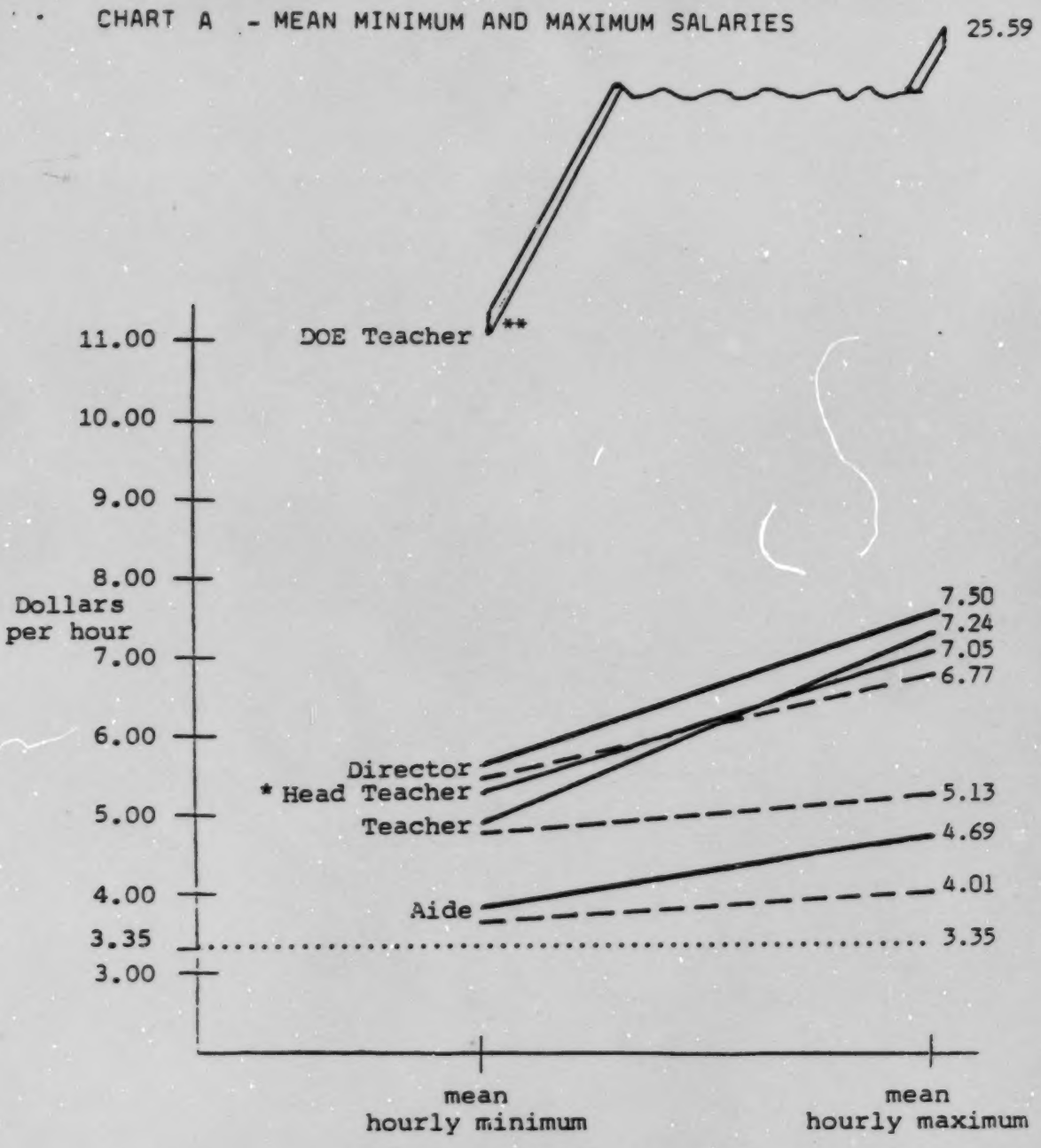
* Includes all the centers except 7 Head Start centers

**State of Hawaii, Department of Education hourly salary ranges from $11.06-$25.59.

Chart A illustrates the lower pay in the private centers compared to all centers. A dramatic difference in the DOE salary can be seen. Charts B, C, D and E are graphic respresentations of the hourly salaries in individual centers for four different positions; director, head teacher, teacher and aide. (The author was only able to present salaries for the centers who offered the information. Many centers did not offer information concerning the maximum salary or appeared to be confused in answering the question. These centers were noted with a "NA" above the minimum salary. Centers which offered the same salary for the minimum and maximum salary were noted with a "same".) A great difference among the various centers is evident. This could illustrate a lack of standardized wages for the various positions. The only consistency may be the many centers who pay aides the minimum wage or a few cents more: most aides received less then $4.00 an hour.

Data collected indicates that Hawaii County child care centers follow the national trend of low, almost minimal wage salaries. Those teachers with a 2-4 year college degree may begin at $5.63 per hour in a director's position, if available. With the exception of the one Head Start position the B.Ed. graduate could only expect $10.00 or less as the maximum hourly salary received at the time of this study.

CHART A - MEAN MINIMUM AND MAXIMUM SALARIES



..... Minimum Wage

——— All centers

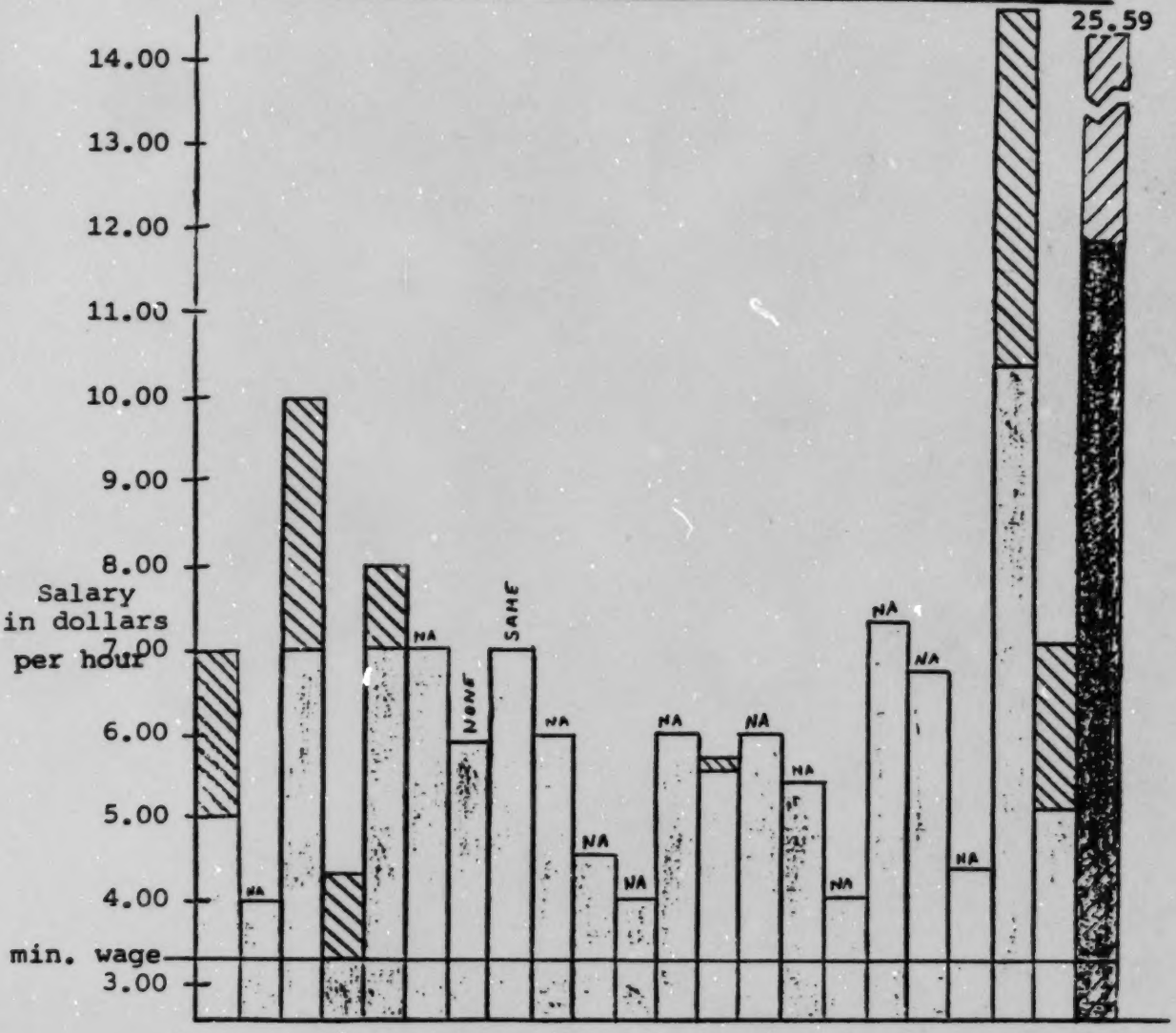
– – – Private centers only

* Private centers same as all centers

** DOE salary calculated on 176 school days with a 7 hour day.

CHART B

Hourly Salaries for Individual Centers (Directors)



Individual Center's Director Salaries

Minimum director's salary

Maximum director's salary

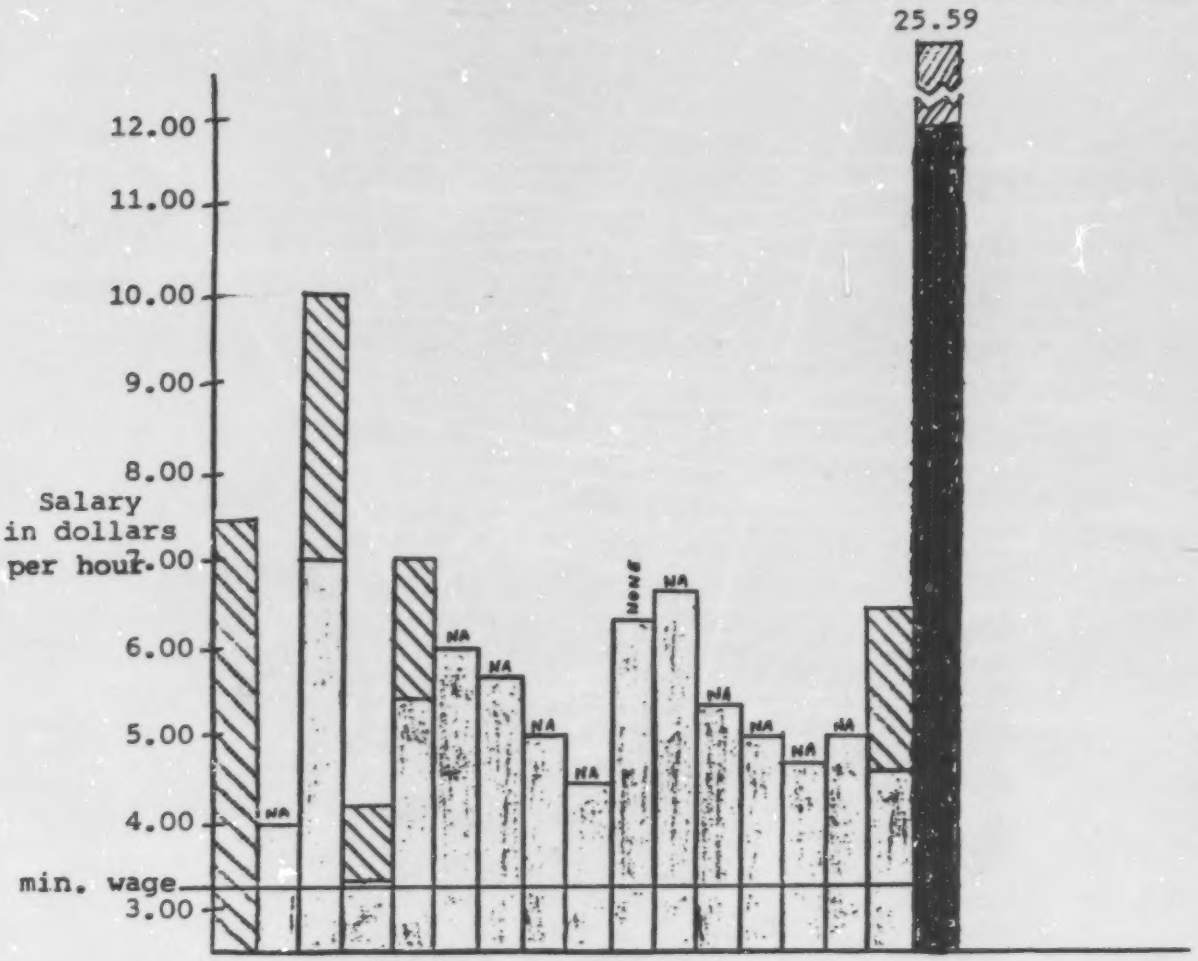
Min. DOE teacher's salary

Max. DOE teacher's salary

NA = Maximum salary was not available

III. Salaries

CHART C
Hourly Salaries for Individual Centers (Head Teachers)



Individual Center's Head Teacher Salaries

Minimum head teacher's salary

Maximum head teacher's salary

Min. DOE teacher's salary

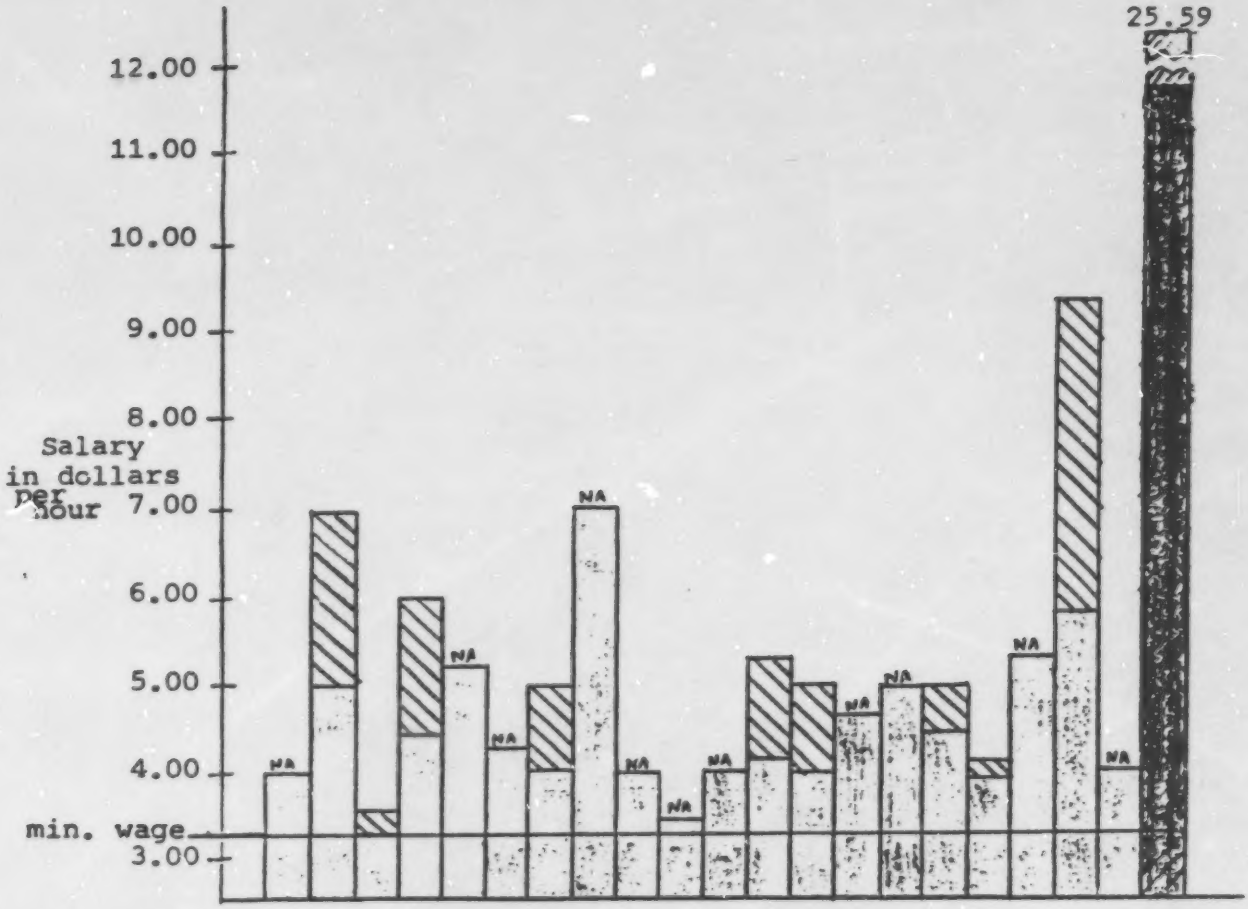
Max. DOE teacher's salary

NA = Maximum salary was not available

III. Salaries

CHART D

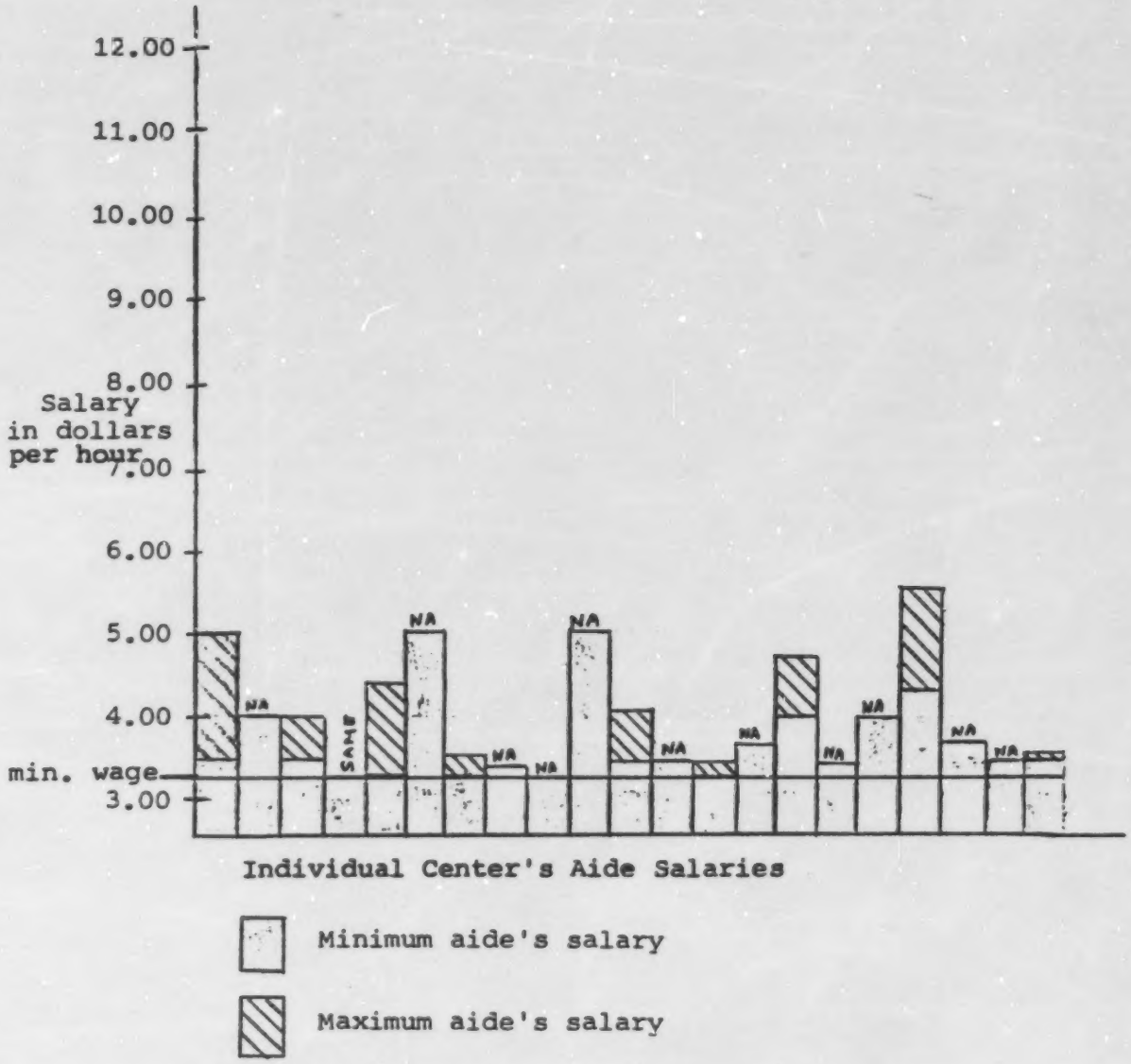
Hourly Salaries for Individual Centers (Teachers)



III. Salaries

CHART E

Hourly Salaries for Individual Centers (Aides)



Staff Characteristics

Tables VIII and IX show the total number of new staff hired and the number of staff who left within the past year. None of the departures were due to low enrollment. These figures reveal that 83 full time and one part-time staff were hired within the last year. This may indicate a greater need for qualified ECE workers in Hawaii County than was anticipated.

These figures were used to determine the turnover rate of staff within the past year. A turnover rate of 19.3% was computed based on the 36 centers that responded. Included in the computation was one center that lost 13 staff members within the past year. These results are consistent with the "staff turnover rate (15 to 30%), a rate far exceeding the national average of 10% for workers in other human services." (Whitebook, 1983. p.1)

IV. Staff Characteristics

TABLE VIII

Number of New Staff Positions in the Last Year

# New Positions	# Centers	Total # Positions
0	12	0
1	8	8
1½	1	1½
2	14 *	16
3	0	0
4	3	12
Total	38	37½

* 7 Head Start centers had a total of 2 new positions

TABLE IX

Number of Staff Leaving in the Last Year

# Staff Leaving	# Centers	Total # Leaving
0	10	0
1	11	11
2	4	8
3	2	6
4	2	8
13	1	13
Total	36	46

Benefits and Working Conditions

All 38 centers responded to the benefits and working conditions questions. Tables X and XI show the benefits and working conditions provided for by the employer, listed in rank order from the greatest to the least percentage of centers who provided these. Of interest are the "other" conditions which the directors chose to include, such as "work in exchange for child care, meals, reduced or free child care, first-aid training, loans for Montessori training programs, etc." These are noted by a "+". Benefits and working conditions provided by the State of Hawaii Department of Education (DOE) or the Hawaii State Teacher's Association (HSTA), which is the union representing DOE teachers, are included and noted by a "*".

V. Benefits

TABLE X

Employer Provided Benefits (N=38)

	N Centers	% Centers
Health Coverage, full or partial*	31	81.5
Paid Sick Leave, 1 day per month*	23	60.5
Paid Holidays, 7 or more per year*	23	60.5
Paid Vacation, 2 weeks or less per year	15	39.5
Paid Vacation, more than 2 weeks a year*	15	39.5
Dental Coverage, full or partial*	11	28.9
Paid Maternity/Paternity Leave*	9	23.7
Paid Personal Leave*	8	21.1
Life Insurance	8	21.1
Paid Sick Leave, less than 1 day/ month	7	18.4
Paid Holidays, 6 or less per year	5	13.2
Retirement/Pension Plan*	4	10.5
Workmen's Compensation*+	2	5.2
Free Classes*+	1	2.6
Reduced Childcare +	1	2.6
Jury Duty Leave +	1	2.6
Meals +	1	2.6
Tuition Discounts For Children Enrolled+	1	2.6
Cash Bonus +	1	2.6
Fringe Benefits (Personal) +	1	2.6
Work In Exchange For Child Care +	1	2.6
FICA +	1	2.6
SUI +	1	2.6
TDI +	1	2.6
Bonuses Based On Merit +	1	2.6

* DOE or HSTA provided benefits

+ Other responses by directors

VI. Working Conditions

TABLE XI

Employer Provided Working Conditions (N=38)

	N Centers	% Centers
Written Job Description *	28	73.7
Allowance for Outside Classes *	27	71.1
Inservice Training *	26	68.4
Paid Preparation Or Planning Time *	25	65.8
Paid Breaks *	25	65.8
Paid Attendance At Staff Meetings *	22	57.9
Formal Grievance Procedure *	17	44.7
Yearly Cost Of Living Increase	7 15 **	18.4 39.5
Paid Lunch	14	36.8
Periodic Merit Increase	13	34.2
Compensation For Overtime Work *	12	31.6
Written Contract *	12	31.6
Staff Lounge *	10	26.3
First Aid Training * +	2	5.2
Loans For Montessori Training+	1	2.6
Free Child Care+	1	2.6
Paid UH Credits * †	1	2.6
Harmonious Staff Relations +	1	2.6

* DOE or HSTA provided working conditions

** 7 centers depended on available funds

+ Other responses by directors

CHAPTER V

SUMMARY AND CONCLUSIONS

Restatement of Problem

At the present time there is an increased demand for day care of young children and the trends causing this demand are projected to continue in the future. As the demand increases, centers are faced with the problem of attracting and keeping qualified staff. The low salaries and benefits, low working status and minimal opportunity for advancement are factors leading to a high ECE staff turnover. Before solutions may be studied to counteract these negative factors more documentation of working conditions encountered by child care center workers must be collected. This study is a step in collecting information on child care center staff working conditions. Information was sought in the six following areas; (1) program characteristics, (2) educational requirements for staff, (3) hourly salaries, (4) staff characteristics, (5) employment benefits and (6) working conditions.

Description of Procedures

The study was conducted by means of a survey. A

2 page questionnaire was designed, based on sample questionnaires developed by the Child Care Employee Project in California and the Child Care Resource Center in Maryland. A coverletter was also designed and enclosed with a stamped self-addressed envelope. Questionnaires were mailed to the directors of the centers. Throughout the study directors were contacted by telephone by the researcher to inform them of the study and answer any questions which might arise. Postcards were sent acknowledging receipt or notifying each each director that the data collection deadline had passed. Short summaries of the results were sent to each center who participated, and a more detailed analysis sent to those requesting it.

Principle Findings and Conclusions

The data collection reinforced the conclusions of existing salary studies. Most centers were small private programs. The average minimum and maximum salaries for the following positions were:

Directors: $5.63-$7.50 an hour. Most directors were required to have a 4 year college degree.

Head Teachers: $5.25-$7.05 an hour. Most head teacher teachers were required to have 2 years of college.

Teachers: $4.80-$7.25 an hour. Most teachers were required to have 2 years of college.

Aides: $3.82-$4.69 an hour. Most aides were required to have a high school diploma.

Results showed that almost half of the staff workers, 48.8%, had either 2 or 4 years post-secondary education.

Salaries appeared to be lower in private for profit programs and highest in the federally supported Head Start program. A great variation in salaries paid to workers in individual programs was observed.

Information gathered about staff turnover also showed data consistent with national averages. The turnover rate was 19.3%. One center hired and lost 13 staff members within the past year. The turnover rate appears to indicate that there is a need for qualified ECE staff in Hawaii County, as well as a greater need for incentives to keep qualified staff.

Lastly, the study confirmed that many child care workers were not receiving adequate employee benefits and were faced with poor working conditions. The majority, 80.15%, of child care staff workers received partial or full health coverage. 60.5% of the staff received 1 paid sick leave day per month and more than 6 paid holidays a year. Other benefits were enjoyed by less than half the workers. Slightly more than half of the workers experienced the following working conditions: paid breaks, written job description, inservice training, allowance for outside classes, paid preparation or planning time and payment for attending staff meetings.

Recommendations for Further Research

The following are recommendations for future study based on the findings of this study.

1. More studies of child care salaries and working conditions should be conducted as a means to gather much needed current data. Modifications for the future use of the questionnaire used in this study are included in Appendix C.
2. The problem of staff turnover in child care centers should be explored to pinpoint causes and possible solutions to the high rate of turnover found in the ECE field.
3. A study of where ECE graduates are employed once they graduate from an accredited ECE program should be conducted, including an analysis of the reasons for their present and past employments.
4. A personnel study with the State of Hawaii, DOE should be conducted to discover what percentage of their teaching staff have an ECE background.

Finally, the author hopes that the results obtained through this study will be used to create an awareness of the salaries and fringe benefits received by many child care workers, rather than as a standard to use in defining compensations for child care workers. Solutions should be found to increase the minimal wages and compensations so

that competant workers will be attracted to, and stay in, the ECE field. A compilation of possible strategies towards the increase in compensations for the ECE worker are included in Appendix D.

ANNOTATED BIBLIOGRAPHY

Alston, Pat. "Burnout in Early Childhood Education: Low Pay, Status Propel Teachers Out of Field," Evening Outlook. May 5, 1981, B2.

This well written public awareness article supporting ECE and presenting the problems of low pay and lack of respect for the ECE field is based on the Child Development Survey taken in California, 1980. It is an excellent example of how data may be used to promote public awareness of the ECE field.

Agreement Between State of Hawaii Board of Education and Hawaii State Teachers Association, July 1, 1981 to June 30, 1983.

This document, available from the Hawaii State Teachers Association Office, is the contract for all State of Hawaii Department of Education teachers. A salary scale is listed as Exhibit A and Exhibit A1.

Best, J. W. Research in Education, 3rd Edition. Prentice-Hall, Inc. 1977, Englewood Cliffs, New Jersey.

Best presents a very clear approach to conducting and presenting educational research. This text is an extremely valuable resource for a first attempt in research.

California Association for the Education of Young Children. "CAEYC Salary Study," CAEYC Newsletter. 9:2, Winter 1981.

A complete and current overview of California's childcare giver's salary dilemna based on findings of the CAEYC Private Sector Programs is presented. Sources cited include the California State Department of Education Report on Child Development Programs, North Bay Chapter of SCAEYC's 1980 questionnaire, CCECE and CAEYC surveys and the Church Related Nursery School Fellowship. The article presents NAEYC's role in salary studies and some areas of community responsibilities which include industry support, labor unions, religious organizations and government responsibilities.

Child Care Employee Project. P.O. Box 5603, Berkeley, CA 94705. Phone: (415) 653 9889.

"Child Care Employee Project is a support, resource, and educational organization which provides consultation, workshops and materials to aid the improvement of child care working conditions." (Taken from CCEP literature.) CCEP has developed many publications pertinent to the ECE field and publishes Child Care Employee News, a newsletter to help disseminate National Child Care Worker Information such as salary scales and unionization.

Child Care Resource Center, Inc. Child Care Salaries and Benefits. Cambridge, MA, May, 1982.

The results of a questionnaire about salaries and benefits to which 103 of 576 full day programs throughout Massachusetts responded. Head teachers averaged $5.17 to $5.57 hourly. Teachers averaged $4.47 to $4.95 and Assistants averaged $3.65 to $3.98 hourly. Other resources and surveys are listed at the end of the report.

"Child Care Staff Salaries, Benefits, Status, etc.," Newsbrief, Affiliate Leadership Conference, NAEYC, March 20, 1983.

A summary of the topics generated at a session with 40 Affiliate Leaders is presented. The topics were divided into three basic areas: 1)"NAEYC should conduct research to develop a data base... 2) NAEYC should adopt preservice standards of preparation for all staff who work with young children. 3)A major comprehensive staff benefits package should be developed as a position statement that would serve as a national wage and benefits guideline."

Comprehensive Community Child Care. The Cincinnati Area Child Care Salary Survey: Synopsis Report. Cincinnati, Ohio, Feb., 1982.

This 4C report is the results of a 2-part questionnaire which presents data gatherd of funding sources, center characteristics, staff salaried and benefits, and characteristics of staff. "The overall findings indicate a field which is dominated by women with high educational levels and low pay. There is also a very high turnover rate." (p.7).
(Copies may obtained for $1.00/report from: 4C, Community Chest Building, 2400 Reading Road, Cincinnati, Ohio 45202.

Educational Research Service, Inc. Scheduled Salaries for Professional Personnel in Public Schools, 1982-1983, Part 1 of National Survey of Salaries and Wages in Public Schools, Virginia.

Highlights and statistical data of scheduled salaries for the public school professional personnel (Teachers, principals, and superintendents) is presented in summaries and tables. Preschool personnel are not included. The data is given in maximum and minimum figures and broken down by various states and personnel. (Hamilton Library: LB, 2842.2, E3a, 1982/83, pt.1)

Educational Research Service, Inc. Salaries Paid Professional Personnel in Public Schools, 1982-1983, Part 2 of National Survey of Salaries and Wages in Public Schools, Virginia.

This report is similar to the reference above except the data is based on the actual salaries paid to the personnel.
(Hamilton Library: LB, 2842.2, E3a, 1982/83, pt.2)

Gaines, Edith: and others. Salaries in Early Childhood Education: Their effect on Standards. Paper presented at the annual Conference of the Ohio Association for the Education of Young Children, Cleveland, Ohio. March 16, 1979.

The salaries of child care centers and effects of the low salaries are presented in this very concise presentation. Gaines uses five facts for her outline. These include the "growing need for preschool teachers" and the "disgracefully little" salaries paid to preschool teachers. Her data draws upon the HEW funded National Day Care Study, 1978 and the Family Circle Magazine Survey, 1978. It also contains useful tables and graphs of Ohio Salary Schedules, incomes compared, child care arrangements, and preschool enrollment.
(ERIC Document: ED 174 329)

Head Start. Head Start Salary Comparability Survey. 1981.

A survey comparing the portion of a starting Head Start teacher's salary with the entry salary of a public school kindergarten of elementary teacher. The study included all 50 states, and Hawaii ranked as the third highest percentage of Head Start salaries.

Hymes, James L. Early Childhood Education Living History Interviews. California: Hacienda Press, 1978, 1979.

These three books are a valuable resource. They consist of several interviews with key people in the ECE field. They describe significant programs, events and historical happenings which play an effect on ECE today. The books are transcriptions of the original interviews by Hymes with the people and offer a great insight into the dedication of a few people who really shaped the history of ECE. The books include:

BOOK 1 BEGINNINGS:

- America's First Nursery Schools (Abigail A. Eliot)
- Parent Cooperative Nursery Schools (Katherine W. Taylor)
- Parent Education Over the Years (Laura L. Dittmann)

BOOK 2 CARE OF THE CHILDREN OF WORKING MOTHERS

- The Child Care Center Chronicle (Sadie Ginsberg)
- The Kaiser Child Service Centers (Lois Meek Stolz)
- The New York City Day Care Unit (Cornelia Goldsmith)

BOOK 3 REACHING LARGE NUMBERS OF CHILDREN

- The Emergency Nursery Schools and the Wartime Child Care Centers: 1933-1946 (Christine Heinig)
- The Early Days of Project Head Start (D. Keith Osborn)
- Ding Dong School (Frances R. Horwich)

(These books may be ordered for $4.00/book from: Hacienda Press, Box 222415, Carmel, CA 93922

Hymes, James L. The Year in Review. California: Hacienda Press, 1971, 1980, 1981, 1982, 1983.

Brief and concise booklets summarizing the year are compiled by Hymes annually. They represent findings in the ECE field both in the USA and internationally. Major trends and themes of the year are presented with specific examples. The booklets are very helpful in understanding past, present and future direction of ECE.
(Booklets may be obtained for $2.50/copy prepaid from: Hacienda Press, Box 222415, Carmel, CA 93922

Kindergarten and Child's Aid Association Pre Schools of Hawaii and Hawaii Teamsters & Allied Workers, Local 996 Agreement. May 1, 1981 to April 30, 1984.

This document is the contract between the KCAA and the KCAA personnel. Included in the contract are the salary scales and benefits.

Levine, James A. Day Care and the Public Schools. Massachusetts: Education Development Center, Inc., 1978.
This valuable and informative report explores the question of having public school systems take over the day care centers. Levine does an excellent job of presenting both sides of the issue and he profiles five different day care systems who are involved to some degree with the public school system of their state. (Copies may be obtained from: EDC Distibution Center, 39 Chapel Street, Newton, MA 02160, for $5.00.)

Marcovich, Stephen. U.S. Educational Forcast: Enrollments and Expenditures 1978-1982, 1st Edition, Market Data Retrieval. Westport, Conn., 1978.
Marcovich's forecast reports that Hawaii enrollment will increase.

Matsuda, Kimi. Recruiting and Selecting Preschool Teachers. Unpublished Masters of Education Project, University of Hawaii at Manoa, Hawaii, 1980.
A thorough, well done project that is very useful to those recruiting and selecting preschool teachers.

Minnesota Department of Public Welfare. Salaries in Licensed Child Care Centers: April, 1983. St. Paul, Minnesota, August, 1983.
Minnesota Department of Public Welfare, Monitoring and Reporting Section has been conducting regular surveys. The April 1983 survey showed that the "combined average salaries for all (Day Care Center) staff rose by only 2.0% from 1982-1983. The combined average salaries for all (Preschool Nurseries) staff rose about 8%."

National Association for the Education of Young Children. Early Childhood Teacher Education Guidelines "for four-and-five-year programs", Positional Statement of the National Association for the Education of Young Children. Washington D.C: National Association for the Education of Young Children, 1982.
The guidelines, presented as program objectives and standards, cover nine components. These are curriculum, instructional methods, resources, faculty qualifications, professional relationships, cultural diversity, enrollment, administrative structure, and evaluation & constituent responsiveness.

Osborn, D. Keith. Early Childhood Education in Historical Perspective. Athens, GA: Education Associates, 1980.

Osborn, an active ECE educator in the early 1960's, has written a very comprehensive book of ECE history. It is very well organized and is an excellent text for understanding the history of ECE, past and present. The book includes three major sections: Part 1 involves a detaile chronology of significant ECE events; Part 2 is a chronology timeline of the historical events; Part 3 fs a 12 page list of references.

Personnel Study: Hawaii Head Start Programs, December 1982.

This chart is a general financial budget for Hawaii Head Start Programs "based on ACYF grant applications submitted and filed at HOEO as of Dec. 2, 1982." The differences of salaries between the Head Start Director ($22,700 to $30,211) and the highest paid teachers ($10,700 to $18,400) is quite insightful as are the other data presented.

Pour, Barbara Hanna. "Who Speaks for Teachers?", Childhood Education, May/June 1981.

Pour views the present educational system as being demoralizing for ECE teacher and young children. She feels that this is the cause for the teacher exodus. Pour ends with an inspirational challenge for teachers to fight for what they believe to the right way to educate their children.

Roberts, Georgianna T. "Status and Salaries of Our Profession," Young Child. 38:18 19, March 1983.

This positional statement calls for the NAEYC and its Affiliate Groups to join together with other womens groups toward the support of "the needs of young children and the people who care for them while their mothers work."

Robinson, Sandra L. "An Update of Early Childhood Education in the United States," Phi Delta Kappan. October 1982.

Robinson's update is a very sketchy overview. Surveys sent to all 50 State Directors of ECE were used in gathering her information. As a result, most information retrieved dealt with kindergarten programs and the "below 5 (years of age) programs" cited related to exceptional children. A major concern throughout the nation appeared to be the financial cutbacks to ECE programs.

Robinson, Sandra L. "Educational Opportunites for Young Children in America, A State by State Analysis," Child Education. September/October 1982.
The complete results from the surveys sent to 50 State Directors of ECE is presented in table charts. Robinson based her article "An Update of Early Childhood Education in the United States" on this data.

State of Hawaii, Department of Education. Recruitment and Placement Report, 1983-1984. Office of Personnel Services, Personnel Management, Certification and Development Branch, Hawaii, January, 1984.
A summary of the recruitment and placement of teachers in the State of Hawaii, Department of Education ending September 30, 1983. There were 298 newly hired teachers in September 1983 with the highest percentage, 58%, being placed in Hawaii District.

State of Hawaii, Department of Planning and Economic Development. The State of Hawaii Data Book, 1983, A Statistical Abstract, Hawaii, 1983.
A valuable document containing 24 sections of information on Hawaii. Statistics are given for population, education, labor force, income and many other aspects of Hawaii's population.

State of Hawaii, Department of Social Services and Housing. Rules Governing Licensing of Group Day Care Centers and Group Day Care Homes. 1982.
This document is Hawaii's official rules and regulations which every licensed group day care centers and homes must follow.

Tavares, Barbara. Salary Analysis of Title XX POS Centers, February, 1982.
Tavares surveyed 13 centers on Oahu. Title XX POS Centers are those child care centers where the State of Hawaii uses federal funds to buy child care services. POS is an abbreviation for purchase of service.

Teachers' Salary Schedule Annual, Effective April 15, 1984 to January 31, 1985.
The new salary scales for teachers hired within the state of Hawaii Department of Education. Beginning teachers with a BEd degree will earn $14,038 annually as of April 15, 1984 and $14,319 as of February 1, 1985 for their nine month position.
(Copies may be obtained from the Hawaii State Teachers Association.)

U.S. Bureau of the Census. Statistical Abstract of the United States: 1982 1983, 103rd Edition. Washington, D.C., 1982.

This abstract is a valuable resource book to current U.S. data. Explanations of the information presented are quite brief and other references may be needed for an indepth understanding of the data which is presented in tables and charts.

U.S. Bureau of Labor Statistics. Occupational Outlook Handbook, 1980-81 Edition. Bulletin 2075, Washington, D.C., March 1980.

Page 175, Teaching Occupations, mentions Kindergarten and Elementary School Teachers. No mention is made of Preschool Teachers. Other headings include Secondary School Teachers, College and University Faculty and Teacher's Aides.

Whitebook, Marcy and Willa Pettygrove. Salary Surveys: How? Why? Who? When? Where? How to conduct one in your community. Child Care Employee Project, Berkeley, CA, 1983.

Due to the pressing need to collect child care worker salary data and the lack of information on how to do this, the CCEP published this 32 page pamphlet. It is a very helpful and straightforward pamphlet written for lay persons "who want to do a survey... and to help you decide if you need to do one... based on our experiences conducting several surveys, and on interviews with advocates around the country who have collected data in recent years."
(Copies are available for $3.50 from CCEP, P.O. Box 5603, Berkeley, CA 94705.)

Whitebook, Marcy: and others. "Who's Minding the Child Care Worker?: A Look at Staff Burnout," Children Today. January/February, 1981, pp.2 6.

This article is a report of a study "to explore how child care workers understand their work experiences and the burnout problem." The results showed the employees to be underpaid and overworked. The authors were able to present some solutions to the problem but also presented the very realistic "Catch 22" in ECE salaries which involves trying to increase salaries for the teachers while keeping tuition affordable for parents.

Wright, John W. The American Almanac of Jobs and Salaries. New York: Avon Books, 1982.

Wright's general overview of the many jobs and salaries of the American population fails to list any information that concerns the child care worker. As with most other job books the youngest education level mentioned is kindergarten. Under his heading, K-12 Public Teachers and Staff, Wright mentions that "failure of teachers' salaries to keep pace with inflation is clearly another reason of central importance for the increasing dissatisfaction (among hundreds of thousands of teachers)." (pp.212 213.)

APPENDIX A

SAMPLE QUESTIONNAIRES USED FOR SALARY STUDIES

CAEYC MEMBER SALARY SURVEY

Introduction: In 1981 CAEYC and California Community College Early Childhood Educators (CCCECE) conducted a salary survey which confirmed the low pay and lack of benefits plaguing staff in early childhood programs. Since the publication of those regulations (CAEYC Winter Newsletter, 1981), many of us have been involved in efforts to upgrade working conditions. While no single strategy emerges as the cure-all, everyone involved ifinds data about wages and benefits useful. The information, however becomes quickly dated. To address the needs for up to date facts, CAEYC in collaboration with the Child Care Employee Project is initiating an annual salary survey of members which will provide current data plus allow for year to year comparisons. This is the first survey. For best results, we need your help. Please take a few minutes (no more than 5 or 10 will be needed) to fill it out. Your participation will assist us all in trying to upgrade salary and status in the field and thus help us offer better quality programs for children and their families. thank you.

Instructions: This survey is intended for employees in children's programs. However, if you hold a different type of job, are unemployed or a student, we would still like to hear your thoughts about working conditions. Use the blank section on the back for additional comments.

For each question circle the one answer that best describes your situation unless more than one is requested. Disregard I.D. #'s and the number in the far right hand margin. These are for computation purposes only.

Fold the survey so address shows, affix stamp and return it *no later than March 15, 1983*. Thanks for your time and effort.

I.D. #_____ /1-4

1. Job Description

Which title best describes your job? *Circle one.*

- ... aide . . . 0
- ... assistant teacher . . . 1
- ... teacher . . . 2
- ... head or lead teacher . . . 3
- ... assistant director . . . 4
- ... director . . . 5
- ... student/volunteer . . . 6
- ... other, please specify _____ 7

_____ /5

2. Education

What is the highest level you've completed? *Circle one.*

- ... less than high school degree . . . 0
- ... high school degree . . . 1
- ... 1-6 college semester units in early childhood education . 2
- ... 7-12 college semester units in early childhood education . 3
- ... 13+ college semester units in early childhood education 4
- ... 2 years of college and/or AA degree in eca related field . 5
- ... 3 years of college in eca related field . . . 6
- ... 4 years of college in/or BA/BS degree in eca related field 7
- ... Some graduate work in early childhood ed or equivalent . 8
- ... Master's degree (MA or MS) . . . 10
- ... Post Master's Degree . . . 11
- ... Other, include education in fields outside of eca or related areas, please specify _____ 12

_____ /6

3. Permits/Credentials

Which do you hold? *Circle all that apply.*

- ... None . . . 1 /7
- ... California Children's Center Permit (emergency or partial fulfillment) . . . 1 /8
- ... California Children's Center Permit (clear) . . . 1 /9
- ... Child Development Associate (CDA) . . . 1 /10
- ... California Standard Early Childhood Credential . . . 1 /11
- ... California Standard Elementary Credential . . . 1 /12
- ... California Standard Secondary Credential . . . 1 /13
- ... California Community College Credential . . . 1 /14
- ... Credential/Certificate from other than Calif. . . . 1 /15

(eg. Montessori) please specify _____

_____

4. Job Tenure

How long have you worked in your present job? *Circle one.*

- ... less than one year . . . 0
- ... 1 to 3 years . . . 1
- ... over 3 to 5 years . . . 2
- ... over 5 to 10 years . . . 3
- ... over 10 years, please specify _____ 4

_____ /16

5. Professional Tenure

Of the past ten years how many have you worked in the field of early of early childhood education? *Circle one.*

- ... less than one year . . . 0
- ... 1 to 3 years . . . 1
- ... over 3 to 5 years . . . 2
- ... over 5 to 10 years . . . 3
- ... More than ten years, please specify _____ 4

_____ /17

6. Earnings

A. What are you paid per hour?* *Circle one.*

**If you receive a salary translate it to an hourly wage by dividing your gross earnings for each pay period by the number of hours worked during that time*

- ... under $3.35 (minimum wage) . . . 0
- ... $3.35-$3.99 . . . 1
- ... $4.00-$4.40 . . . 2
- ... $4.50-$4.99 . . . 3
- ... $5.00-$5.49 . . . 4
- ... $5.50-$5.99 . . . 5
- ... $6.00-$6.49 . . . 6
- ... $6.50-$6.99 . . . 7
- ... $7.00-$7.99 . . . 8
- ... $8.00-$8.99 . . . 10
- ... $9.00 or more . . . 11

B. Please specify your exact hourly wage _____ /18

7. Benefits

Which does your employer provide? *Circle all that apply*

- ... health coverage, fully paid by employer 1 /19
- ... health coverage, partially paid by employer . . . 1 /20
- ... dental coverage, fully paid by employer . . . 1 /21
- ... dental coverage partially paid by employer . . . 1 /22
- ... paid sick days, less than 1 per month . . . 1 /23
- ... paid sick days, 1 per month . . . 1 /24
- ... paid holidays, 3 or less per year . . . 1 /24
- ... paid holidays, 4 to 9 per year . . . 1 /25
- ... paid holidays, 10 + per year . . . 1 /26
- ... paid vacation, 1 week a year . . . 1 /27
- ... paid vacation, 2 weeks a year . . . 1 /28
- ... paid vacation, 2 + weeks a year . . . 1 /29
- ... paid personal days . . . 1 /30
- ... retirement/pension plan . . . 1 /31
- ... life insurance . . . 1 /32
- ... paid maternity/paternity leave . . . 1 /33
- ... social security withheld . . . 1 /34
- ... worker's compensation insurance . . . 1 /35
- ... unemployment insurance . . . 1 /36
- ... other, please specify _____ 1 /37

_____ /38

8. Working Conditions

Which does your employer provide? *Circle all that apply.*

- ... paid breaks . . . 1 /39
- ... paid lunch . . . 1 /40
- ... staff room . . . 1 /41
- ... written job description . . . 1 /42
- ... written personnel policies . . . 1 /43
- ... formal grievance procedure . . . 1 /44
- ... written contract . . . 1 /45
- ... yearly cost of living increase . . . 1 /46
- ... periodic merit increase . . . 1 /47
- ... reduced child care fee for parent employees . . . 1 /48
- ... periodic inservice training . . . 1 /49
- ... allowance for education (workshops, classes etc.) . . . 1 /50
- ... paid preparation or planning time . . . 1 /51
- ... payment for attendance at staff meetings . . . 1 /52
- ... compensation (either financial or time off) for overtime work . . . 1 /53
- ... other, please specify _____ 1

_____ /54

BEST COPY AVAILABLE

9. **Program Characteristics**

A. Which label best describes your program? *Circle one.*

... private proprietary (owner operated, franchised, for profit corporation) 0
... private non profit (church, temple, YMCA, YWCA or community sponsor except hospitals) 1
... employer supported (hospital and other industrial programs) 2
... public school (children's centers) 3
... other public (OCD funded, State Preschool, Headstart) . 4
... family day care 5
... other, please specify_____ 6

/55

B. When does your program operate? *Circle all that apply*

... year round 0
... school year only 1
... summer only . . . . . 2 /56
... full day 0
... half day 1
... before and after school 2
... other, please specify 3

/57

C. Who does your program serve? *Circle all that apply.*

... infants (under 1 year of age) . . . . . 1 /58
... toddlers (1 to 3 years of age) . . . . . 1 /59
... preschoolers (3 to [illegible] years of age) . . . . . 1 /60
... school age . . . . . 1 /61
... other, please specify_____ 1 /62

10. **Miscellaneous**

A. How many unpaid hours do you work in an average work week?

... *Please specify amount* /63

B. Are you represented by a collective bargaining unit? *Circle one.*

... yes 0
... no 1
... don't know 2
... other, please specify_____ 3

/64

C. Are you? *Check all that apply.*

... male ☐ female ☐ . . . . . /65
... *member of minority group* ☐ . . . . . /66
... under 30 ☐ 30-50 ☐ over 50 ☐ . . . . . /67
... AEYC member ☐ . . . . . /68

D. Did you fill out the 1980-81 CAEYC-CCCECE salary survey? *Circle one.*

... yes 0
... no 1
... don't recall 2

/69

CEP
539 Euclid
anta Monica, California 90404

PLACE STAMP HERE

CAEYC MEMBER SURVEY
c/o Child Care Employee Project
1539 Euclid
Santa Monica, California 90404

Comments:

BEST COPY AVAILABLE

Please fold survey on dotted line so address shows, affix stamp and mail by *March 15, 1983.* Thanks. Results will appear in the next CAEYC newsletter.

April, 1983

County [redacted]

PRESCHOOL CENTER Special Survey

Department of Public Welfare State of Minnesota

In addition to the routine survey of your population (Preschool Enrollment Report), the Department of Public Welfare wants to gather ownership and salary data from licensed centers in Minnesota. This information will not be identified with the name of your center. We appreciate your cooperation.

A. OWNERSHIP (check one) This center is owned and operated by a:

1. ☐ Non-profit coporation
2. ☐ Public (governmental) agency
3. ☐ Proprietary organization: Check one at right:
   - 3. ☐ Individual
   - 4. ☐ Partnership
   - 5. ☐ Corporation

B. SALARIES PAID TO CHILD CARE STAFF

Many persons ask us about salaries paid to child care staff. Your response will enable us to compute average salaries in each area of the state.

We're asking for hourly salaries only, as a reliable standard for comparison. Please reduce your annual, monthly, or weekly scale to hourly amounts.

For each listed job title, indicate the number of staff currently employed and the hourly salary now being paid to each one. (Do not list names.)

Job Title	Director	Teacher	Assistant Teacher	Child Care Assistant (Aide)
Number of Staff	____ [redacted]	____ [redacted]	____ [redacted]	____ [redacted]
Hourly Salaries	$_____	$_____	$_____	$_____
		$_____	$_____	$_____
		$_____	$_____	$_____
		$_____	$_____	$_____
		$_____	$_____	$_____
		$_____	$_____	$_____
		$_____	$_____	$_____
		$_____	$_____	$_____

Please return this form with your Preschool Enrollment Report, or mail it separately. Thank you very much.
Telephone (612) 296-2786

● For your information, we have enclosed the results from last year's special survey of salaries.

▶ Mail to: Department of Public Welfare
Social Service Research
Centennial Office Building
St. Paul, Minnesota 55155

child care
resource
center, inc.
a non-profit organization

187 Hampshire Street Cambridge, Massachusetts 02139 (617) 547-9861

January 1982

Dear child care provider -

The Child Care Resource Center, and the Day Care and Human Service Local of District 65, U.A.W., are jointly undertaking a survey of salaries and benefits in full-day child care programs throughout the commonwealth of Massachusetts. We hope you can take some time to complete the enclosed questionnaire and return it to us by February 8, so that we can compile the results in time for advocacy efforts in the spring.

The Child Care Resource Center conducted two such surveys (in 1977 and 1979) locally in Cambridge, and the published results were helpful to many providers both in sharing information about the "state of the profession", and as documentation in all our efforts to advocate for decent day care funding. We feel that a statewide survey would be a timely addition to those efforts.

We are also including a one-page questionnaire about the effects on child care programs of recent changes in Title XX funding. Please complete this page if your program receives Title XX funding (or did last year, and does not this year).

Please note that your responses will be kept confidential. We are conducting this survey to gather and share information about trends and averages; therefore, programs will not be mentioned by name in our printed report. We ask the name of your program on the survey only for the purpose of ensuring that we have a representative sample (for example, by region, by size of program etc.).

We apologize for any difficulty in completing this form - and hope that the results of this study will be beneficial to you. We will publish the results during spring 1982 and will let you know as soon as they're available. If you have any questions please call Dan at Child Care Resource Center, 547-1057, or Reva at District 65, 262-6333. Thanks for your help!

Again, please return your completed questionnaire by February 8!

Sincerely,

Dan Bellm Reva Stein

Dan Bellm Reva Stein

SALARY AND BENEFITS SURVEY 1982

Name of Program _____

Address _____ City _____ Zip _____

Phone _____ Contact Person _____ Position _____

Hours of Operation _____

Number of licensed spaces for children _____

Number of Title XX-funded slots _____

Number of staff paid by non-center funding (e.g. work-study; please specify) _____

_____

Is weekly parent help required in the classroom? _____
If so, how many hours per week per parent?

_____

How many staff members have been at the center for one year or less? _____

2 years? _____ 3 years? _____ 4 years? _____ 5 years or more? _____

Total day care budget of agency _____

Tuition per week: Infant program _____

Toddler program _____

Preschool _____

Afterschool _____

Kindergarten/Extended Day _____

PERSONNEL POLICIES

Do starting salaries vary depending on: education? _____ years of experience? _____

Are raises given regularly? _____ If so, how often? _____ Are raises given to all staff simultaneously? _____ Are raises given on the basis of education? _____ years of experience? _____ years at center? _____ cost of living? _____ merit? _____

What hourly rate do you pay substitute teachers? _____

Do you have written personnel policies? _____

Do you have written job descriptions? _____

2.

SALARIES AND BENEFITS	HEAD TEACHER	TEACHER	ASST. TEACHER OR AIDE
Number of people in this position			
Total number of hours currently paid for this position (# of teachers multiplied by hours)			
How many in this position work:			
a. less than 20 hours per week			
b. 20-30 hours per week			
c. 30-35 hours per week			
d. more than 35 hours per week			
Do people in this position receive hourly compensation for planning time?			
If so, # of hours per week			
Are people in this position paid for attending meetings?			
Breaks: minutes per day			

Paid vacation and sick leave: If these vary according to length of one's employment, fill in lines a through e; if not, fill in line f. DAYS PER YEAR:	VAC.	SICK	VAC.	SICK	VAC.	SICK
a. first year of employment						
b. 1 yr. to 2 yrs.						
c. 2 - 3 yrs.						
d. 3 - 4 yrs.						
e. more than 4 yrs.						
f. ALL STAFF						
Number of paid legal holidays per year						
Number of paid personal/professional days per year						

SALARIES AND BENEFITS (continued)	HEAD TEACHER	TEACHER	ASST. TEACHER OR AIDE
Health insurance (yes or no):			
a. Full coverage paid by agency			
b. Partial coverage			
Any financial assistance with employee's child care needs (please specify)			
Paid maternity leave? Give # of weeks			
Paid paternity leave? Give # of weeks			
Hourly Salaries (if applicable):			
a. hourly minimum for this position			
b. number of staff at minimum rate			
c. current maximum for this position			
d. number of staff at maximum rate			
Annual Salaries (if applicable):			
a. annual minimum for this position			
b. number of staff at minimum rate			
c. current maximum for this position			
d. number of staff at maximum rate			

4.

SALARIES AND BENEFITS FOR NON-TEACHERS

	ADMINISTRATOR	ADMIN. ASST.	SECRETARY	BOOKKEEPER	ED. COORDINATOR	SOCIAL WORKER	COOK	OTHER (e.g. maintenance, bus driver)
Number of people in this position								
Hourly Salaries (if applicable):								
a. hourly minimum for this position								
b. number of staff at minimum rate								
c. current maximum for this position								
d. number of staff at maximum rate								
Annual Salaries (if applicable):								
a. annual minimum for this position								
b. number of staff at minimum rate								
c. current maximum for this position								
d. number of staff at maximum rate								

Paid vacation and sick leave: If these vary according to length of one's employment, fill in lines a through e; if not, fill in line f. (DAYS PER YEAR)	SICK/VAC.	SICK/VAC.	SICK/VAC.	SICK/VAC.	SICK/VAC.	SICK/VAC.	SICK/VAC.	SICK/VAC.
a. first year of employment								
b. 1 - 2 years								
c. 2 - 3 years								
d. 3 - 4 years								
e. more than 4 years								
f. ALL STAFF								
Health insurance: (yes or no):								
a. Full coverage paid by agency								
b. Partial coverage								
Paid maternity leave? Give # of weeks								
Paid paternity leave? Give # of weeks								
Any financial assistance with employee child care needs? (Please specify)								

IMPACT OF TITLE XX CHANGES ON YOUR PROGRAM: Before & after October 1, 1981

Number of Title XX slots:

	80/81	81/82
Infant		
Toddler		
Preschool		
Afterschool		
Special or Protective Needs		

Staff / Services:

Number of lay-offs: _____

Number of vacant positions left unfilled: _____

Positions eliminated (please specify):

New positions created (please specify):

Services eliminated (please specify):

Services added (please specify):

What further changes do you foresee in coming months?

Child/Staff Ratio (including teachers, & any regularly student or parent help)

	80/81	81/82
Infant		
Toddler		
Preschool		
Afterschool		
Special/ Protective		

DSS Rate of Reimbursement (per day per child):

	80/81	81/82
Infant		
Toddler		
Preschool		
Afterschool		
Special/ Protective		

Other comments?

APPENDIX B

COVER LETTER AND QUESTIONNAIRE USED IN THIS STUDY

Anne Lau 312 Haili St. Hilo, HI 96720 935-4456

March 3, 1984

Dear Child Care Provider,

I am an early childhood educator working towards my MEd. Having worked in a preschool setting, I find that low salaries and benefits discourage many well qualified people from entering this field. My own research has shown a definite lack of information documenting preschool salaries and benefits.

As a result, I have chosen to survey the preschools in Hawaii County. This step may encourage HAEYC to expand the survey to the state. I am conducting this research because the data is needed locally and nationally as a basis for the application of state and federal funding, development of legislative policies, salary comparisons, etc.

The purpose of this survey is to gather and share information about trends and averages. Responses will remain confidential so that neither you nor your center can be identified.

The results should be compiled by late April 1984 and will be published in a future HAEYC newsletter. You may write to me for a more detailed report of the survey if you so desire. If you have any questions please call me at Honokaa School Library, 775-7271 or at home, 935-4456.

Please mail your completed questionnaire by Friday, March 16, 1984. Thank you very much.

Sincerely,

Anne Lau

Anne Lau

SALARY AND BENEFITS QUESTIONNAIRE

INSTRUCTIONS

For each question check the answer(s) that best describes your program. Please enclose any additional comments on the back of the survey.

DEADLINE

Mail the survey in the enclosed envelope no later than Friday, March 16, 1984. Thank you for your time and effort.

Rene Lee

I. PROGRAM CHARACTERISTICS

1. Which label best describes your program (check one) ?

_____ private proprietary (owner operated, franchised or for profit corporation)
_____ private non-profit (church, YWCA, YMCA or other community sponsored except hospital)
_____ employer supported (hospital or other industry programs)
_____ other public (OCD funded, State preschool, Head Start)
_____ family day care

2. What days does your program operate (check one) ?

_____ year round
_____ school year only
_____ summer only

3. What hours does your program operate (check one or both) ?

_____ full day
_____ half day

4. How many children are enrolled in your program ? _____

II. EDUCATIONAL REQUIREMENTS

1. What is the minimum requirement for each position (check each) ?

	Director	Head Teacher	Teacher	Aide
less than high school				
high school degree				
1-9 college credits ece				
10+ credits ece				
2 years college/CDA				
4 years college/BA/BS				
some graduate work ece				
master's degree ece				
doctorate ece				

2. What is the number of staff at each level ?

_____ less than high school
_____ high school degree
_____ 1-9 college credits ece
_____ 10+ credits ece
_____ 2 years college/CDA
_____ 4 years college/BA/BS
_____ some graduate work ece
_____ master's degree ece
_____ doctorate ece

III. HOURLY SALARIES

	Director	Head Teacher	Teacher	Aide
number of staff positions				
hourly minimum for position				
number of staff at minimum				
current maximum for position				
number of staff at maximum				

YEARLY EQUIVALENT OF HOURLY SALARIES

HOURLY/YEARLY	HOURLY/YEARLY
$3.50=$7280	$7.00=$14,560
$4.00=$8320	$8.00=$16,640
$5.00=$10,400	$9.00=$18,720
$6.00=$12,480	$10.00=$20,800

IV. STAFF CHARACTERISTICS

1. Number of new staff positions created in the last year _____
2. Number of staff members who left in the last year _____
3. Number of teacher departures due to low enrollment _____

V. BENEFITS

1. Which does the employer provide (check all that apply) ?

_____ health coverage, fully or partially paid
_____ dental coverage, fully or partially paid
_____ paid sick days, less than 1 per month
_____ paid sick days, 1 per month
_____ paid holidays, 6 or less per year
_____ paid holidays, 7 or more per year
_____ paid vacation, 2 weeks or less per year
_____ paid vacation, more than 2 weeks per year
_____ paid personal days
_____ retirement/pension plan
_____ life insurance
_____ paid maternity/paternity leave
_____ other, please specify _____

VI. WORKING CONDITIONS

1. Which does the employer provide (check all that apply) ?

_____ paid breaks
_____ paid lunch
_____ staff lounge
_____ written job decription
_____ written contract
_____ formal grievance procedure
_____ yearly cost of living increase
_____ periodic merit increase
_____ inservice training
_____ allowance for outside classes
_____ paid preparation or planning time
_____ payment for attendance at staff meetings
_____ compensation (paid or time off) for overtime work
_____ other, please specify _____

APPENDIX C

MODIFICATIONS FOR FUTURE USE OF QUESTIONNAIRE

The author recommends the following modifications for future use of the questionnaire developed for this study.

1) Part I. PROGRAM CHARACTERISTICS

*Add: 5. Circle all ages of children who are eligible for your program.

2 2½ 3 3½ 4 4½ 5 5½ Other

6. How many years has your program been operating?

2) Part III. HOURLY SALARIES

This area presented the most confusion. The modified table follows:

		Director	Head Teacher	Teacher	Aide
A.	Total Staff Positions				
		Dir.	H.T.	T.	A.
B.	Hourly minimum paid for position				
	Number of staff at this salary				
		Dir.	H.T.	T.	A.
C.	Current maximum paid for position*				
	Number of staff at this salary				

*If same as minimum please include here also.

3) Part IV. STAFF CHARACTERISTICS

Title should be changed to STAFF POSITIONS

4) Part V. BENEFITS

It may give more insight to separate the medical coverage into full and partial as two questions.

_____ full health coverage

_____ partial health coverage

APPENDIX D

STRATEGIES TO RAISE COMPENSATIONS FOR THE CHILD CARE WORKER

STRATEGIES TO RAISE COMPENSATIONS FOR THE CHILD CARE WORKER

Compiled by Anne Lau, 1983-1984

The following are possible options to consider in raising compensations for the ECE child care worker. These suggestions may directly increase the salaries or benefits to the workers by providing increased income or capital which may allow centers to budget a higher percentage of income towards salaries and/or benefits.

Child Care Centers and Community Support: Public and parent awareness of the positive benefits of a high quality child care program is vitally important. Factors that contribute towards a high quality program should be shared. Parents should also be enlightened of the educational training and salaries of the child care workers who care for their child. The author has encountered sympathetic parents who would be willing to help raise funds to increase the salaries and/or benefits for teachers. This was especially so when the parents saw the instability caused by high staff turnover.

A direct way to increase compensations may be to raise tuitions or plan specific money raising projects for the center. It is of extreme importance that the parents know why and where the money raised will go. The money raised, for example, may be to provide a benefit (health coverage,

inservice training, etc.) or directly increase salaries. Donations in time, money, or resources might be solicited from the community and parents to decrease spending in budget areas, such as supplies, allowing money to be used toward worker salaries or fringe benefits. Many centers are already utilizing this resource.

Unionization: Unionization of child care workers should be studied. Although many centers are small independant centers with a handful of workers, there are some large centers in which unionization may be practical. The Child Care Employee Project states the following contributions which a union may offer.

> Even though unionized workers tend to be on the higher end of the child care wage scale, the active unions today emphasize nonmonetary benefits as strongly as monetary ones in listing the advantages of organizing. A union contract can deal with many other critical issues: input into decision making,...working conditions,...comptime,...hiring,...affordable dental and health coverage. Most importantly the process of joining together can potentially unify the staff and lift the morale of child care workers enabling them to become more effective advocates for the much needed increase in subsidies to children's services...opportunity to connect with other organized workers and enlist their support for child care.
>
> (CCEP, 1983. p.2)

Along with the positive benefits, negative factors such as tuition increase need to be considered.

State and Federal Support: This author feels that the realistic fact to be faced, when considering increase of child care worker salaries and benefits, is that outside support and funding are needed. It is in this area that the state and federal resources

should be used. State control of child care centers have been suggested and in some areas, implimented. Levine's report, Day Care and Public Schools, seems to indicate that centers associated with schools have higher salaries. Some salaries were actually comparable to public school salary scales. (Levine, 1978.) Closely tied to State support is Federal backing of child care programs. Head Start is an excellent example of a Federal program which makes available child care to low income families while providing higher then average salaries for the qualified child worker. In addition, much valuable research and curriculum development has been produced through the Head Start program. Federal subsidies to child care centers, such as the Child Care Food program, need to be increased.

Other strategies to assist child care centers on the state and federal level could include tax subsidies and credit for parents, centers and industries. Grants and scholarships or loans may assist individual centers. A child care voucher system may be a possibility and an increase in the minimal wage would certainly raise a large percentage of child care worker's salaries.

Industry Related Day Care: The creation of more industry related day care would be another possibile approach towards raising salaries and compensations for the child care worker. These centers would be run and subsidised by a company. With the support of various State and Federal tax credits, running

a child care center for employees may be attractive to businesses who employ many women or parents, or industries which run 24 hours a day (such as hospitals). Edgar Kaiser, who ran a successful child care operation at the Kaiser Shipbuilding Corporation in Oregon from 1943-1945, is an example of the business mind being advantageous to child care worker salaries. When it was suggested that he pay regular nursery teacher salaries, he remarked, "You can't pay college graduates that! You wouldn't hold them a week. All the administrative yards will steal them away." (Hymes, Living History Interviews, Book 2. p. 46) Unfortunatly, that same business mind often feels that it is economically unfeasible to provide day care services during a time of high unemployment.

Personal Action: Lastly, the author would like to include suggested ways in which an individual may begin to act in seeking increased worker compensations (salaries, benefits, and status) for child care workers.

1)Join and support early childhood organizations such as the National Association for the Education of Young Children or the Child Care Employee Project. Through active participation members may gain support and encouragement from fellow ECE workers and advocates. Periodicals, conferences and workshops offer opportunities to exchange new ideas and current research, and they provide a structure to begin problem solving of ECE issues such as low salaries. Public awareness and visibility may be more easily obtained through

an organization. ECE lobbying power may increase.

2)Write letters to politicians and legislators encouraging them to introduce and support child care legislation. Write letters to local newspapers concerning the positive need for quality child care and the dilemnas faced by the child care worker.

3)Talk to parents and others who are concerned with child care. Inform these people of the factors which encourage high quality child care. Also mention the dilemnas faced by the child care workers.

4)If resources are available, conduct research in the field of child care to add much needed current information to the ECE field. Areas of research may include salary studies, work compensation studies, a study of the turnover rate in the ECE field, a study of where graduates from an accredited ECE program are employed or researching various strategies in educating the public and legislators to the crisis of the extreme shortage of qualified ECE staff to meet the increasing need for more child care.